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ABSTRACT

This resource unit, a supplement to the Family Life Education Curriculum Guide (see related note), was designed to help secondary education home economics teachers provide students with learning experiences focusing on self-concept. The unit covers five principle topics regarding self-concept and includes for each topic an overall objective, behavioral objectives, learning and evaluation experiences for students, and teaching resources, e.g., classroom materials, books, and audiovisuals. The five topics covered are (1) getting started, (2) working with self-concept, (3) understanding basic needs, (4) choosing values, and (5) managing. A list of the teaching resources concludes the unit. (EM)

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Family Life Education Resource Unit

Self Concept

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Family Life Education Resource Unit

Self Concept

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Introduction

Family Life Education Resource Unit

Self Concept

This resource unit has been prepared to supplement the family life education curriculum guide. Additional learning experiences for increasing self concept are given. The activities suggested in this unit can be used consecutively at the beginning of the course or can be interwoven throughout.

The references given are sources of additional classroom "ice breakers" and "attention getters". To obtain maximum benefits from the activities the teacher must make students feel at ease and must participate in the activities herself. She must require no more from the students than of herself. She should make the students want to take part in the classroom activities rather than require participation.

Personal and Family Relationships Resource Unit

Self Concept

I. Getting Started

- A. Introducing Ourselves
- B. Building the Group
- C. Sharing and Risking

II. Working with Self Concept

- A. Defining Related Terms
- B. Facing Reality
- C. Increasing Self Concept

III. Understanding Basic Needs

IV. Choosing Values

V. Managing

- A. Solving Problems
- B. Setting Goals
- C. Selecting Priorities

CONCEPTS: Getting Started

OVERALL OBJECTIVES: Demonstrate comprehension of selected factors in interpersonal relationships which lead to successful group goal attainment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Let others know who you are.	Draw a shape out of a box. Talk with your partner, the person with the matching geometric shape, a few minutes and introduce him/her to the group. Give a short biographical sketch. Share with the group 5 verbal snapshots which a photographer might take of you if he followed you on an average day of your life. Participate in a group puzzle about cooperation. Stand with nine people in a circle. Push one person out and do not let him/her return to the circle. This person tries to get back in. Discuss why you chose the person, how you felt about keeping this person out, and, if you were the person pushed out, how you felt. Compare the above experience with group work. Resolve to push no one out! Go around the room and shake hands with everyone present. Look each person in the eye as you say hello. Tell members of the group one thing you would like the other members to know about you. Whatever pops into your head will be appropriate. Investigate conduct which helps group work be successful and conduct which interferes with group work.	Pairs of colorful geometric shapes in a box. Teacher Resource: Magazine: Today's Education. "An Experiment In Cooperation." Hunter, Elizabeth. Encounter In The Classroom, pp. 47, 48, 127.

CONCEPTS: Getting Started

OVERALL OBJECTIVES: Demonstrate comprehension of selected factors in interpersonal relationships which lead to successful group goal attainment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Play "behavior by the label".	Teacher Resource: Hunter, Elizabeth. Encounter In The Classroom, pp. 47,48,172.
	Write a secret about yourself, anonymously, on a piece of paper. Place all papers in a bowl. Everyone draws one out, reads it aloud, and then shares how he/she might feel to have this particular secret. Secrets may be "owned" or not, according to wishes of the individuals. Talk about honesty, how hard it is to be honest, but how important it is for group members and/or friends to be honest. Sign a pledge to try to be honest and mature in receiving constructive criticism within this group for the next few days.	
	Draw your life. You may use a line, showing high points and low points, a ladder, balloons flying high, kites, or any illustrative objects. Be colorful and creative. Arrange chairs in a circle and share your life line with the group. At the end of the sharing time make a chart as shown below. Record anything you remembered about each person's presentation. Put at least one statement for everyone. Name Verbals Non-Verbal	Teacher Resource: Greer, May and Rubinstein, Bonnie, Will The Real Teacher Please Stand Up? p. 39.
Hear what impresses others.	Share the above information. Begin with one person, letting everyone tell what they wrote about that person.	

CONCEPTS: Getting Started

OVERALL OBJECTIVES: Demonstrate comprehension of selected factors in interpersonal relationships which lead to successful group goal attainment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Proceed around the circle. Examples of what might be said are below. Be sure to look directly at the person you are speaking to. "You impressed me with . . . . . ." "I recall that you . . . . . ." "I like the way you. . . . . ." "You seemed to be . . . . . ."	
Summarize your feelings about sharing your lifeline with others.	Write a paragraph about how you felt when the members of the group talked to you. or Make a paper image of yourself. First choose a color of paper which best represents you. Then, using scissors, glue, scotch tape, various textures and colors of paper, clips, pieces of string, cotton balls, pipe cleaners, make a representation of yourself. (This is not to be realistic.) When all have finished keep your image in front of you and discuss with the group what they see and what you meant for them to see. or Tell others about you, using a paper bag. On the outside of the paper bag, put what you want other people to know about you or what you think is obvious. Inside put what you don't think they know. Share what you are willing to risk from your inner bag.	Colored paper of different textures, crayons, magic markers, glue, tape, magazines and scissors. Same as Above.

CONCEPTS: Working With Self Concept

OVERALL OBJECTIVES: Demonstrate ability to focus on personal strengths.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Relate how identity is shaped.	View selected filmstrip. Summarize ideas covered by completing this statement. "I learned . . . ."	Filmstrip: Guidance Associates, Shaping Identity.
	Define self concept, self perception, and self esteem.	
	View film and discuss how self concepts are formed.	Film: South Carolina Mental Health, Mirror, Mirror.
	Recall when someone called you stupid, lazy, or slow? Share these feelings.	
	Use self instructional package "Understanding yourself and others."	Teacher Resource: Guide: Vocational Education Media Center, Preparation for the Dual Role - Homemaker, Wage Earner.
	Read about self concept and discuss the importance of first impressions.	Barclay and Champion, Teen Guide to Homemaking, p. 41.
Identify characteristics which cause first impressions.	List six characteristics which cause your first impressions of people. As a group, combine your list. Note the ones mentioned most frequently.	
	Tell about a situation when the first impression of a person later changed.	
	Discuss strengths and weaknesses of people in general. Make a list on the chalkboard of strengths and weaknesses.	Chalkboard.
	Complete these sentences. I like a person who. . . . . . I dislike a person who . . . . Add these to the list on the chalkboard.	

CONCEPTS: Working With Self Concept

OVERALL OBJECTIVES: Demonstrate ability to focus on personal strengths.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify individual strengths and weaknesses.	Take part in a "lemon squeeze". Sit in a circle and have one person walk around the room while everyone else writes on a small piece of paper one likeable personality trait of the person walking. Also write one personality trait that could be improved. Do not sign your name to what you write. Place small pieces of paper in each person's folder until everyone has had a turn at being the "lemon". When given your folder at the end of the game, read your good points and your bad points.	
Make a plan to improve weaknesses and to build on strengths.	Share with the group your plan to improve your weaknesses.	
Interact with other group members.	Ask each person in the room the following questions: 1. Who is your favorite teacher? 2. What are your hobbies? 3. What is your hardest subject? 4. What is your favorite TV program? 5. Do you believe in God? 6. What is the biggest world problem today? 7. Do you have brothers and sisters? 8. Have you been to a good movie lately? 9. Tell me one other thing about yourself. 10. If you could have any three wishes, what would they be?	Mimeographed sheets of questions.
Draw conclusions about talking with others.	Vote on the person who was the most fun to talk with. Draw conclusions about the reasons for your choice.	
Analyze conversation topics.	Fill the chalkboard with "things" to talk about.	Chalkboard

CONCEPTS: Working With Self Concept

OVERALL OBJECTIVES: Demonstrate ability to focus on personal strengths.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Practice being a good conversationalist by using ideas from the list on the chalkboard. (The clue to this is to keep trying topics until you find one which the other person will discuss.)	
Concentrate on the other person.	Circle up and sit on the floor back-to-back with a partner. Communicate for two minutes. Absolute silence is necessary. At the end of the allotted time turn around, look your partner in the eye and talk about him/her. Listen as your partner talks to you about you.	
	Complete the following sentences using paper and pen. 1. Sometimes I think I'm_____. 2. People don't like me when I_____. 3. People like me when_____. 4. I feel happy when_____. 5. I feel hurt when_____. 6. The best thing about me is_____. 7. I really am_____. 8. I'd really like to change_____. Share the results with each other.	
Describe how skills in a specific area contribute to feelings of self esteem.	Participate in a hobby day. Bring your materials to class and allow the other group members to try your ideas. If you do not have a hobby get one quickly. Several hobbies per day may be shared. Which hobbies did you like best? Critically search for trends in your choices. Start a new hobby.	

CONCEPTS: Working With Self Concept

OVERALL OBJECTIVES: Demonstrate ability to focus on personal strengths.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Acknowledge better personal characteristics.	Give each other a gift that is nonmaterial. Say, for example, Sara, I give you kindness. Bob, I give you a sense of humor. or Set up a shop where a student can bargain for qualities. Go there and bargain for a quality you feel you need.	
Reinforce your strengths.	Lie on a large sheet of paper on the floor and have someone trace around you. Fill in ½ of your outline with factual features and clothes, adding as much color and details as desired. Have everyone in the group write one or two strengths which you have on the other side of your drawing of yourself with magic markers.	Roll of white paper. Magic markers.

CONCEPTS: Understanding Basic Needs

OVERALL OBJECTIVES: Show understanding of the relationship of basic human needs to development of the individual.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify basic needs.	View bulletin board of a teen-ager alone on an island. Participate in discussion about what she/he would need to remain alive. Air, shelter, rest, food, water, clothing, exercise.	Bulletin Board: "What Do We All Need?"
	View selected transparencies and hear short lecture on basic needs.	Transparencies: Vocational Education Media Center, Family Life Education Transparencies.
Distinguish between needs and wants.	Complete the following sentences: I need . . . . . . I want	
Identify ways in which our needs affect our behavior.	Read reference to learn ways that inadequate supplies of physical requirements can influence behavior.	Barclay, et al., Teen Guide To Homemaking. pp. 42-45.
	Learn to role play. Role play how the following people might act if his/her basic needs were not being met. student at school, young mother, policeman, teacher, principal, grandmother.	Stanford and Roark, Human Interaction In Education, pp. 171-208.
	Decide in buzz groups what happens to one's self concept or self esteem when his/her basic needs are no longer being met.	
Conclude how my attitude toward myself and others can help with the filling of our basic needs.	Listen to short lecture on I'm O.K. - You're O.K.	Harris, I'm O.K. - You're O.K.

CONCEPTS: Choosing Values

OVERALL OBJECTIVES: Establish a set of values which will help stabilize self concept.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Define value.	View filmstrip and write a definition of value.	Filmstrip: Guidance Assoc. Values For Teenagers - The Choice Is Yours.
Identify current personal values.	Participate in a value activity. Tear a sheet of paper in half. Tear one half into 15 pieces. On each piece write one of the following words: love, sex, family, religion, popularity, food, cars, health, clothes, money, friends, new experience, security, freedom, work Arrange words in order of importance to you. Copy arrangement on the other half of paper. Put this away until you are asked to refer to it again.	
Comprehend that personal values change according to age, health, and personal experience.	In small groups, try to decide on one order of the above words which the teacher has on cards, one set for each group. Compare the group list with your original list.	Sets of 15 cards with the value words, one per card. Have one set per group.
Understand the difference between acceptance and approval.	Discuss what happens when you listen to another point of view or when you experience new reasoning. Participate in a disucssion of the following: 1. How do values change? 2. Should they change? 3. Can you accept people who have values different from yours? 4. Can you let your friends be free to choose their own values? 5. Can you accept someone as a friend without approving of all their values? (What is the difference in acceptance and approval?)	

CONCEPTS: Choosing Values

OVERALL OBJECTIVES: Establish a set of values which will help stabilize self concept.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Continue to identify current personal values.	1. Make a group value tree placing the most important values on the top branches. 2. Make a value mobile. 3. Fill the sheet "Twenty Things I like To Do".	Teacher Resources: Simmons, Sidney, Value Clarification. Guide: Vocational Education Media Center, Preparation for the Dual Role - Homemaker - Wage Earner.
Comprehend that search for status symbols often reveals a weak self concept.	Read to find out how the search for status sometimes reveals a weak self concept. Identify status symbols teenagers may use today.	Barclay, et al., Teen Guide to Homemaking, p. 218.

CONCEPTS: Managing

OVERALL OBJECTIVES: Apply selected management competencies in solving problems and attaining goals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List the steps to problem solving.	Review references and list the steps to problem solving on a chart.	Barclay, et al., Teen Guide To Homemaking, pp. 147-153.
	Solve a problem as a group using the steps on your chart	Chalkboard.
Identify individual problems.	Solve, in writing, an individual problem.	
Implement good problem solving techniques.	Give verbal commitment to the use of problem solving steps whenever possible.	
Identify long term and short term goals.	List two long term goals as follows: Goals — Steps necessary for achievement — Target dates List two short term goals as follows: Goals — Steps necessary for achievement — Target dates	
Distinguish high and low priority goals.	Purchase a notebook for keeping a record of your daily goals. Every night write down everything which you need and want to do the next day. Now copy your list over in the order of importance. As you do these items on your list check them off. You will probably get all of the most important ones done. If you fail to do some of the least important ones just add them to tomorrow's list.	
Cognize most important roles you fill. (Cognize means to know - but usually we write in terms of "how" we show that we know.)	Write one role that you fill on each of the ten pieces of paper. Examples of roles are: brother, sister, student, son, sweetheart, friend, etc. When you have written ten, tear up all but the three most important ones. Now arrange these three in order of importance to you. (This activity should help you in putting your daily goals in order.)	

CONCEPTS: Managing

OVERALL OBJECTIVES: Apply selected management competencies in solving problems and attaining goals.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Become a better student.	Read excerpt from The Story of My Life by Helen Keller.	Greer, Mary and Rubinstein, Bonnie, Will The Real Teacher Please Stand Up? pp. 36-38.
	Discuss determination and learning.	
	Complete the following: If there were no grades, I'd _____. If I think a teacher doesn't like me I _____.	
	Role play ways to study well and quickly.	
	Make a list of good study techniques.	
	Write an advertisement for yourself as a student. Tell how good you are. Talk about what you can do well.	Greer and Rubinstein, Will The Real Teacher Please Stand Up?
	Review references and make a personal budget.	Barclay, et al., Teen Guide To Homemaking, pp. 208-213. Filmstrip: Money Management Institute, Your World and Money.
Describe yourself positively.	Look in the mirror at home and write a new positive description of yourself.	

Resources for Family Life Education Unit

Self Concept

Books:

Barclay, Marion; Frances Champion, Jean Brinkley, and Kathleen Funderburk. Teen Guide To Homemaking. New York: Webster Division, McGraw-Hill Book Company, 1972.

Greer, Mary and Rubinstein, Bonnie. Will The Real Teacher Please Stand Up? California: Goodyear Publishing Company, 1972.

Harris, Thomas A. I'm O.K., You're O.K. New York: Harper and Row, 1969.

Simeon, Sidney B., Leland W. Howe, Howard Kirschenbaum. Value Clarification. New York: Hart Publishing Company, 1972.

Stanford, Gene and Roark, Albert. Human Interaction In Education. Boston: Allyn and Bacon, Inc., 1974.

Hunter, Elizabeth. Encounter In The Classroom. New York: Holt, Rinehart and Winston, Inc., 1972.

Magazine:

Today's Education. "An Experiment In Cooperation." October, 1969.

Films and Filmstrips:

Guidance Associates. Pleasantville, New York 10570.

Shaping Identity
Values for Teen-agers - The Choice Is Yours.

Money Management Institute, Household Finance Corporation. Your World and Money. Prudential Plaza, Chicago, Illinois 60601.

South Carolina Mental Health Commission. Mirror, Mirror. 2214 Bull Street, Columbia SC 29201.

Transparencies: Vocational Education Media Center. Family Life Education Transparencies. Clemson University, Clemson, SC 29631.

Guide: Vocational Education Media Center. Preparation for the Dual Role - Homemaker Wage Earner. Clemson University, Clemson, SC 29631.